

1.0 ORGANIZATION AND MANAGEMENT

The organization is staffed and managed to aid planning, directing, controlling and evaluating a systematic training process that fulfills job-related training needs.

- 1.1 The organization is guided by a performance-based training system as the primary management tool for analyzing, designing, developing, implementing, and evaluating training.
- 1.2 Training and course development schedules are accomplished if applicable.
- 1.3 Training organization policy and operating procedures are documented.
- 1.4 Minimum requirements for student entry into training programs and courses are documented and implemented.
- 1.5 Deviations from any requirements are documented and periodically reviewed by training and line management.
- 1.6 Site management has provided for remedial training programs for all Department of Energy-mandated certification, qualification, and fitness standards.
- 1.7 Training staff responsibilities are performed with adequate manpower to accomplish required tasks and training goals.
- 1.8 Student training records are maintained in an auditable manner consistent with Department of Energy requirements.
- 1.9 Training courses are documented to provide a baseline record of program development and revisions, and to address possible liability concerns.
- 1.10 Instructors are fully qualified in the subject matter areas they are assigned to teach. Where required, certification is accomplished.
- 1.11 Continuing or in-service training is developed and implemented as required by Department of Energy policy and site requirements.
- 1.12 Training management coordinates with line management to ensure that efforts in training development, scheduling, and evaluation meet Training Approval Program objectives and criteria.

2. STAFF QUALIFICATIONS AND DEVELOPMENT

Training staff members possess the technical knowledge, experience, developmental, and instructional skills required to fulfill their assigned duties.

- 2.1 Training staff members responsible for management, program development, supervision, and instruction possess and maintain documented education, experience, and technical qualifications required for their jobs.
- 2.2 A documented system exists for instructor qualification and/or certification. This system will use Department of Energy certification requirements, established industry standards, and consideration of the safeguards and security professional development guides issued January 1993 by the Office of Safeguards and Security.
- 2.3 In-service training correlates to training staff requirements, in that it maintains and improves required knowledge, skills, and abilities of the instructor or staff member.
- 2.4 A training staff review process is conducted internally by management. Areas such as subject matter knowledge, experience and communication skills are observed and documented. Input from training staff evaluations is used for improvement of knowledge, skills and abilities of the staff.

2.0 TRAINING SUPPORT

Training facilities, equipment, and materials adequately support training activities.

- 3.1 Classroom and other instructional facilities meet training needs.
- 3.2 Training support material is available to the instructional staff in order to enhance the effectiveness of training. This includes both equipment and training aids as required by course learning objectives.

3.0 ANALYSIS OBJECTIVE

Job analyses are performed to identify and document job performances, which serve as the basis for the training program and job specifications.

- 4.1 Tasks are identified for training using a documented selection process.
- 4.2 All tasks identified for training as a result of job analysis, are tracked to ensure task coverage by the training program.
- 4.3 The job analysis and associated materials are reviewed and updated as required to reflect changes and procedures or other factors that impact the performance of the specific job.

5. TRAINING EFFECTIVENESS

A systematic evaluation of training effectiveness and its relation to job performance is used to ensure that the training program imparts all required skills and knowledge and is of positive benefit to the organization and facility.

- 5.1 A process for on-going evaluation exists and is implemented for individual training programs.
- 5.2 An annual comprehensive self-assessment of the entire training program is conducted in order to determine the effectiveness of that training.
- 5.3 The training program incorporates recommendations self-assessments into training programs.

6. INSTRUCTIONAL OBJECTIVES

Course instructional objectives are derived from job performance requirements and job or task analysis which are the basis for defining satisfactory student performance.

- 6.1 The students' minimum entry-level knowledge, skills, and experience are documented and considered when developing instructional objectives.
- 6.2 Show that instructional objectives are derived in a systematic fashion.
- 6.3 Instructional objectives for performance tasks state the behavior the student must demonstrate, the conditions under which the behavior will take place, and the standard of performance the student must achieve to complete the training activity.
- 6.4 Instructional objectives are sequenced on the basis of a logical progression. They illustrate a hierarchical relationship to one another, which facilitates an advancement from one skill or knowledge level to the next.
- 6.5 Subject matter experts and/or expert performers validate objective hierarchies.
- 6.6 Instructional objectives are referenced to tasks and vice-versa by a training matrix or a similar system.

7. TEST CONSTRUCTION

Tests and other evaluation instruments are constructed to adequately measure student performance and knowledge.

- 7.1 Written examinations and performance evaluations measure achievement of each instructional objective required for the task.
- 7.2 All limited scope performance tests are referenced to a specific performance objective.

- 7.3 Written examination and performance evaluations are validated within the 12 months prior to their use by subject matter experts or expert performers.

8. COURSE CONTENT

Training course content provides students with the knowledge and skills needed to perform tasks associated with the position for which training is being conducted.

- 8.1 Training course content is derived from instructional objectives and serves to clarify each instructional objective.
- 8.2 Facility policy as well as operating procedures are incorporated into training course content.
- 8.3 Training content is modified to reflect the results of student testing and evaluation by facility and training personnel.

9. INSTRUCTIONAL MATERIALS ORGANIZATION

Lesson plans and other training materials provide guidance and structure to ensure the consistent conduct of training activities.

- 9.1 Standard format lesson plans for classroom instruction provide for effective, consistent instructor presentations to include the following items: cover page with approval/origination, goals and objectives, training aids, criterion tests, references, risk analysis or safety rules if applicable, and narrative.
- 9.2 Lesson plans and other training materials for all methods of instruction are developed or modified using instructional objectives derived from job or job/task analyses or processes listed in 6.2.
- 9.3 Training aids are selected and developed to achieve maximum efficiency in presenting the concept involved for each instructional objective.
- 9.4 Student materials are presented as reference material in order to enhance the student's ability to accomplish instructional objectives.
- 9.5 Review and approval requirements are established and utilized for all lesson plans, student materials, and other training materials.

10. TRAINING IMPLEMENTATION

Training implementation and student evaluation are effective, consistent, and safe.

- 10.1 Safety regulations are observed during all practical blocks of training as applicable.

- 10.2 Training is implemented as outlined by lesson plans and training materials.
- 10.3 Instructors prepare adequately for instruction based on class requirements and objectives.
- 10.4 Instructors use instructional techniques appropriate to instructional objectives.
- 10.5 Training activities encourage direct student participation, if appropriate to instructional objectives.
- 10.6 Instructional objective mastery is evaluated regularly by written examinations and/or performance testing.
- 10.7 For self training programs, all required materials are made available including reference materials, equipment, etc.
- 10.8 OJT is implemented consistently and effectively using standardized materials. It is well organized, reviewed and updated regularly.
- 10.9 On-the-job Training, (OJT), is conducted by senior personnel fully qualified in the relevant subject area, as determined by site supervision and management.
- 10.10 OJT is completed when proficiency is validated by repeated task or knowledge demonstration.
- 10.11 Simulator training effectively and consistently augments the training effort. Simulators should be used where costs, realism or safety concerns require greater flexibility from training management and staff.
- 10.12 Classroom examinations and OJT/laboratory, simulator/range/armory performance evaluations are administered and graded consistently and documented adequately.
- 10.13 Students who fail examinations are provided remedial training and retested.